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ABSTRACT

Forty-four participants completed a questionnaire (Appendix A) designed to evaluate the Institute of Texas Studies: "The Texas Experience to 1865." Section 1 of the questionnaire consisted of a listing of 20 presentations and activities of the institute and one general institute evaluation item. The remaining sections (2-10) were free-response, with participants being asked to comment on various aspects of the institute, such as format and length, as well as to make recommendations or suggestions for improving future institutes. Also included were questions regarding suggested background reading participants accomplished before and during the institute and questions about their teaching backgrounds and experience. Participant responses to these sections were summarized by grouping similar responses together (Appendix B). On the basis of these groupings, a set of content categories was derived and frequencies per category tallied to summarize the free-response data in a concise manner, as well as one that would facilitate interpretation. The institute received a very favorable evaluation by respondents: most presentations were rated as excellent; and most respondents favored the present institute format. Suggestions to improve the institute were discussed. (PN)

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THE 1984 INSTITUTE OF TEXAS STUDIES: THE TEXAS EXPERIENCE TO 1865--AN EVALUATION

Linda T. Curran and Carole K. Holahan

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The University of Texas at Austin

THE 1984 INSTITUTE OF TEXAS STUDIES: THE TEXAS EXPERIENCE TO 1865--AN EVALUATION

Linda T. Curran and Carole K. Holahan

This report is a summary of data collected in order to evaluate the Institute of Texas Studies: "The Texas Experience to 1865", presented in Austin June 3-16, 1984. The Institute was sponsored by the Department of History and the Center for Studies in Texas History at The University of Texas at Austin in cooperation with the Texas State Historical Association. At the request of the Institute of Texas Studies, the U.T. Austin Measurement and Evaluation Center (MEC) conducted the evaluation, which was based on a format as similar as possible to the evaluations of previous Institutes in 1978, 1979, and 1982 (MEC: SR-78-10, SR-79-8, and RB-82-11, respectively).[1] A survey was designed to assess the reactions of Institute participants to the program and to collect information that would be potentially useful in planning future similar programs. The survey was administered immediately following the close of the Institute. The results of the survey are presented in this report, prepared by Linda T. Curran, Research Associate at the Measurement and Evaluation Center, and Dr. Carole K. Holahan, Associate Director of the Measurement and Evaluation Center.

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[1] Hereford, S.M., & Kildow, C.A. Institute of Texas studies: The Texas Experience to 1865--An evaluation (Special Report 78-10). Austin: Measurement and Evaluation Center, The University of Texas at Austin.

Thomas, L.M., & Hereford, S.M. Institute of Texas studies: The Texas Experience: 1865-1975--An evaluation (Special Report 79-8). Austin: Measurement and Evaluation Center, The University of Texas at Austin.

Curran, L.T., & Holahan, C.K. The 1982 Institute of Texas studies: The Texas experience to 1865--An evaluation (Research Bulletin 82-11). Austin: Measurement and Evaluation Center, The University of Texas at Austin.

Procedure

The staff of the MEC prepared a questionnaire with which to evaluate the Institute. This questionnaire (see Appendix A) was based on those of previous Institutes. It was designed to elicit reactions to specific presentations and activities of the 1984 Institute, as well as to obtain participants' more general comments and suggestions relating to the Institute.

Section I of the questionnaire consisted of a listing of 20 presentations and activities of the Institute and one general Institute evaluation item. Participants were asked to respond to each of these 21 items on a Likert scale ranging from 1 (poor) through 6 (excellent). The remaining sections of the questionnaire (II-X) were free-response, with participants being asked to comment on various aspects of the Institute, such as format and length, as well as to make recommendations or suggestions for improving future Institutes. Also included were questions about the amount of the suggested background reading participants accomplished before and during the Institute and questions about their teaching backgrounds and experiences.

Data were collected from participants immediately after the Institute. Data analysis began as soon as the data were received at the MEC from the Institute personnel. Forty-four participants of the Institute completed the questionnaire.

For each of the 21 Likert items in Section I, the distribution of participant responses per category was determined. A weighted mean was also computed for each by multiplying the numerical value of each response category (i.e., 1-6) by the number of responses made in that category, adding the six resulting values to obtain total item points, and dividing this total by the total number of responses to that item. Favorability of participant response increases as the mean approaches 6.00. The standard deviation,

an indication of variability of response, was also computed for the responses to each item. A relatively low standard deviation indicates more homogeneity of group reaction, while a relatively high standard deviation reflects more disagreement among respondents because it results from a greater distribution of responses throughout the range of the scale.

Because Sections II through X were free-response items, participant responses to these sections were summarized by grouping similar responses together. On the basis of these groupings, a set of content categories was derived and frequencies per category tallied to summarize these free-response data in a manner that was concise, as well as one that would facilitate interpretation.

Results

Section I

Table 1 (Appendix B) presents a summary of the responses to the items comprising Section I of the Participant Reaction Form. One presentation (Mexico: A Land in Turmoil, 1800 to 1836) was canceled due to illness of the lecturer; therefore, no responses are presented for this session. As can be seen from this table, the overall participant reaction was quite favorable. Only one presentation was rated as less than adequate, while the majority of the presentations were rated in the high-adequate to excellent range. Several of the respondents added comments to their numerical ratings of the presentations listed in Section I. These comments have not been included in this report; instead, they have been transcribed verbatim and then transmitted to the Institute director as confidential data. The general evaluation of the Institute was highly favorable.

Sections II-X

Table 2 (Appendix B) presents summaries of the responses to Sections II through X. The comment categories listed in each section of this table were

selected because they seemed most representative of the range of reactions to each section. A brief summary for each section follows.

Section II. Group Luncheons with Lecturers. Most of the respondents indicated that scheduling of group luncheons with some of the lecturers was valuable. A few of the respondents suggested changing the luncheon area to facilitate interaction (for example, enclosing the area), rotating people who sit with the speaker, and reducing the time spent on lunch. Other than these suggestions, most of the respondents indicated that the luncheons with the lecturers provided an excellent opportunity to get to know the scholars and other participants, to share ideas, to ask additional questions, and to discuss matters of individual interest.

Section III. Scheduling of Institute Activities. The majority of the participants felt that the schedule of the two-week Institute in 1984 should be retained. Some of the respondents indicated that they would prefer to eliminate evening sessions, and some indicated that they would prefer to have the afternoon sessions start earlier. Some of the respondents suggested having a field trip on a weekday when the site is less crowded. Other suggestions included lengthening the Institute, shortening the time for lectures or luncheon, and dividing the Institute into two 3-hour credit courses.

Section IV. Personal Integration and Synthesis. Almost all of the respondents indicated that they had experienced a feeling of personal integration and synthesis of the material. They said that their knowledge of Texas had been broadened and integrated and that the integration of the lectures had established continuity. A few respondents indicated that they gained a better understanding of Texas and that synthesis will come later. One respondent indicated that the course syllabus might aid integration and help teachers avoid repetition.

Section V. Activities Perceived as Helpful in Getting Acquainted as a Group. In terms of getting to know the other Institute participants, the respondents stated that eating meals together, going on the field trips, taking break-times together, and participating in after-hours activities around Austin were most helpful. Some of the suggestions for establishing and maintaining this interaction included asking all students to introduce themselves (at the orientation dinner, for example), putting more information on the place cards (such as first and last names), requiring that the name tags be worn throughout the Institute, and scheduling small group discussions after the lectures or in the evening.

Section VI. Suggested Background Reading.

--How much had been read prior to the Institute?

Over half of the respondents stated that they had done at least some of the reading prior to the start of the Institute. Fourteen of the respondents reported that they had done very little of the reading, and three of the respondents indicated that they had done none of the reading prior to the start of the Institute.

--Did you continue to read throughout the Institute?

Most of the participants indicated that they had continued their reading throughout the Institute, while fourteen of the respondents reported that they had not continued reading. Comments indicated that the limited time and the difficulty in finding the articles discouraged their continued reading.

--Has the Institute experience stimulated, expanded and/or continued your reading?

All of the participants who responded to this question said that the Institute had stimulated them to continue reading in the area of Texas history.

-- Comments or suggestions about reading assignments.

Quite a few of the respondents suggested that the bibliographies be sent out as early as possible. Some of the participants stated that the bibliographies were excellent and would be useful. Other suggestions included putting on reserve some or all of the materials in the list for easier access by the students and making books written and suggested by the lecturers available for purchase at the Institute.

Section VII. Suggestions for Revision. Some of the respondents wanted to add certain topics--mapping skills, literature, pop culture--to name a few. Other respondents suggested adding more field trips/tours to less commercial sites such as the Lindheimer home, the Spanish governor's mansion, and an archaeological site. Quite a few of the respondents suggested that the classroom be improved (softer seats) or moved--to the Al Kiva room in the Education building, for example. Some of the respondents wanted more time spent on geography, civil war battles, women and children, the lifestyles of early Texas pioneers, and Indians. Other suggestions included improving the audiovisual aids (audiovisual helper, extension cord, map pointer, etc.), having a guide on the field trip, and scheduling the architecture lecture before or during the field trip.

Section VIII. Recommendation of the Institute to Colleagues. Almost all of the respondents reported that they would recommend the Institute to colleagues. The participants indicated that they would recommend the Institute because the experience was stimulating, informative, and beneficial and because it will aid in their teaching/work. Two of the participants gave conditional responses--one participant would recommend the Institute if information is really centered on Texas, but would not recommend the Institute if the days are 9½ hours long; the other participant would recommend

the Institute to a beginner, but not to an experienced teacher unless a refresher were needed.

Section IX. Participant Background Information. The majority of the participants work in a junior high or middle school, and most have been teaching for at least six years. More than half of the participants teach Texas history on a regular basis (daily or yearly), and only three participants reported that they had never taught a Texas history course. In addition to Texas history, American history was the course most frequently taught by the participants. On the whole, the participants teach a wide variety of subjects. Seven of the participants had attended the Institute of Texas Studies covering the period from 1865. Of the 36 participants who had not attended the Institute of Texas Studies covering the period beginning in 1865, 25 indicated that they planned to attend, 5 indicated that they did not know if they would attend, 3 indicated that they might attend, and 3 indicated that they would not attend. The respondents' reasons for attending the Institute were that they were interested in learning more about Texas history, that the Institute was highly recommended, and that the 6 semester hours of credit in two weeks was an attractive feature of the Institute.

Section X. Further comments. The majority of the respondents who added comments said that they wanted to express their thanks for an enjoyable, informative, and inspirational experience. The respondents felt that the Institute was well-organized and that participation in the Institute was a worthwhile experience.

Discussion

The Institute received a very favorable evaluation by those who responded to the survey. Most of the presentations were rated as excellent. Clearly, the Institute was well-received, as almost all of the participants

reported that they would recommend the Institute to colleagues; the majority of the participants who had not attended the other half of the Institute indicated that they planned to attend it in the future.

Most of the respondents favored the present format of the Institute. With regard to the scheduling of Institute activities, a few suggestions were made by some of the participants. One suggestion was to start the afternoon lectures earlier; the participants indicated that 9½ hours of scheduled activities was too long. Another suggestion was to have the field trip on a weekday when the site is less crowded and to take the field trip to a less commercialized site. In particular, the participants suggested such sites as the Lindheimer home, the Spanish governor's mansion, Concepción, the French legation, the San Fernando cathedral, and an archaeological site. Also, the participants reported that the field trip would have been more beneficial if the architecture lecture had been scheduled before or during the field trip and if there had been a guide on the field trip.

Suggestions for establishing and maintaining interaction among the participants included asking all students to introduce themselves and to require that the name tags be worn throughout the Institute. Another suggestion included putting more information on the place cards, using large type. The participants were interested in having first, as well as last, names on the place cards plus other identifying information, such as the school and city in which they work and live.

In conclusion, most of the participants were very positive about their Institute experience. Suggestions such as those referred to in this discussion might be incorporated in a future Institute if deemed possible and desirable by the Institute. These suggestions might make future Institutes even more successful and enjoyable.

APPENDIX A

Participant Reaction Form

The Institute of Texas Studies
June 3-16, 1984
"The Texas Experience: To 1865"
Sponsored by
The Department of History
and
The Center for Studies in Texas History of
The University of Texas at Austin
and
The Texas State Historical Association

PARTICIPANT REACTION FORM

I. Listed below are the lectures, presentations, and activities which were included in the 1984 Institute of Texas Studies. Please consider each in retrospect and evaluate each in terms of perceived usefulness and worth. Feel free to use the back of the form if you wish to provide written comments about the various sessions in addition to circling the numerical rating which best reflects your opinion. We suggest that you look over the questionnaire before beginning to respond.

	POOR		ADEQUATE		EXCELLENT	
1. Basis for Varied Development: The Geology of Texas (Mr. Robert E. Boyer, lecturer)	1	2	3	4	5	6
2. The Geography of Texas: Basis for Environmental Change (Mr. Robin W. Doughty, lecturer)	1	2	3	4	5	6
3. Knowing Early Texas Through Archaeology (Ms. Dee Ann S. Story, lecturer)	1	2	3	4	5	6
4. Early Man in Texas: The Indians (Mr. Thomas N. Campbell and Mr. W. W. Newcomb, Jr.)	1	2	3	4	5	6
5. Basis for Varied Development: The Botanical Life of Texas (Mr. David H. Riskind, lecturer)	1	2	3	4	5	6
6. Spain before Columbus (Mr. Eric Van Young, lecturer)	1	2	3	4	5	6
7. The Junior Historians of Texas: Using the Community as a Teaching Resource (Mr. David C. De Boe, lecturer)	1	2	3	4	5	6

		POOR		ADEQUATE		EXCELLENT	
8.	Spain in New Spain: Social Institutions of the Core (Mr. Eric Van Young, lecturer)	1	2	3	4	5	6
9.	Spanish Frontier in Texas (Mr. Robert S. Weddle, lecturer)	1	2	3	4	5	6
10.	Mexico: A Land in Turmoil, 1800-1836 (Mr. Donald E. Chipman, lecturer)	1	2	3	4	5	6
11.	Texas and "the Old States": The American Context of the Colonization of Texas (Mr. G. Howard Miller, lecturer)	1	2	3	4	5	6
12.	Conflict of Cultures: The Texas Revolution (Ms. Fane Downs, lecturer)	1	2	3	4	5	6
13.	Peopling Texas: 1820 to 1860 (Mr. Terry G. Jordan, lecturer)	1	2	3	4	5	6
14.	Republic to Statehood: Problems and Adjustments (Mr. Thomas H. Kreneck, lecturer)	1	2	3	4	5	6
15.	Antebellum Texas: Social, Political, and Economic Developments (Mr. Ralph A. Wooster, lecturer)	1	2	3	4	5	6
16.	The Peculiar Institution: Slavery in Texas (Mr. Randolph B. Campbell, lecturer)	1	2	3	4	5	6
17.	A Cultural Legacy: Architecture in Early Texas (Mr. Willard B. Robinson, lecturer)	1	2	3	4	5	6
18.	A House Divided: Texas in the Civil War (Mr. Thomas W. Cutrer, lecturer)	1	2	3	4	5	6
19.	A Cultural Legacy: Music in Early Texas (Mr. G. L. Seligmann, Jr., lecturer)	1	2	3	4	5	6
20.	Summing Up (Mr. L. Tuffly Ellis, lecturer)	1	2	3	4	5	6
21.	GENERAL EVALUATION OF THE INSTITUTE	1	2	3	4	5	6

II. Please comment on the value of having group luncheons scheduled with some of the lecturers. (Note: We are interested in your reactions to this format of interaction rather than to such specifics as the quality of the food.)

III. Keeping in mind that it is necessary to schedule 92 contact hours in order to meet University requirements for six semester hours of graduate credit, what suggestions do you have regarding scheduling of Institute activities? (For example, do you think the Institute should be less concentrated -- i.e., should be spread out over more days?)

IV. Dr. Ellis has stated that one of his objectives in planning the Institute was to construct a sequence of presentations and experiences which would lead to a sense of "personal synthesis" for each individual participant in terms of his or her own background and educational situation. Did you leave the Institute with such a feeling of personal integration and synthesis regarding "The Texas Experience: To 1865"? Please comment.

V. In terms of getting to know the other Institute participants, what activity or activities did you find most helpful? Do you have suggestions for other ways to establish and maintain interaction among participants?

VI. Please comment regarding the suggested background reading:

--How much of it were you able to read prior to coming to the Institute?

--Did you read suggested materials progressively throughout the Institute?

--Has the Institute experience stimulated you to continue or expand your reading in the area of Texas history?

--Any other comments/suggestions about reading assignments?

VII. If you were in charge of planning a future Institute of Texas Studies covering the same period of history, what would you do differently (e.g., addition or deletion of topics or activities, use of different presentation formats, etc.)? Please be specific.

VIII. Would you recommend the Institute as conducted this summer to a colleague? Why or why not?

IX. In order that participant comments and reactions may be summarized in terms of context, we ask that you respond to the following:

a) Type of educational setting in which you work:

___elementary school

___junior high or middle school

___college or university

___other (please specify: _____)

b) What is the approximate length of your teaching experience?_____

c) How frequently do you teach Texas History?_____

d) What subject(s) do you teach in addition to Texas History?_____

_____

e) Have you attended the U.T. Austin Institute of Texas Studies covering the period from 1865? If not, do you plan to do so?

f) What factor or factors caused you to decide to attend the 1984 Institute?

g) Please feel free to provide additional statements about your background, teaching, situation, etc., which you believe would be helpful in interpreting your responses to this questionnaire.

X. Do you have any further general or specific comments or recommendations regarding the Institute which you wish to share with Dr. Ellis or his colleagues?

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS FORM.

APPENDIX B

1) Table 1. Summary of Responses to Section I

2) Table 2. Summary of Responses to Sections II-X

Table 1

Response Distributions, Means, and Standard Deviations,
Section I: Participant Reaction Form
The Institute of Texas Studies, Summer 1984
(N_{max} = 44)

Item	Number of Responses						Mean	S.D.
	Poor		Adequate		Excellent			
	1	2	3	4	5	6		
1. Geology of Texas		1	2	3	16	22	5.27	0.94
2. Geography of Texas	4	8	15	8	7	1	3.21	1.25
3. Knowing Early Texas Through Archaeology				4	15	25	5.48	0.66
4. Early Man in Texas		2	2	7	18	12	4.88	1.08
5. Botanical Life of Texas		1	6	9	22	6	4.59	0.96
6. Spain before Columbus			2	4	16	22	5.32	0.82
7. Junior Historians of Texas			4	17	15	7	4.58	0.87
8. Spain in New Spain			1	6	17	20	5.27	0.78
9. Spanish Frontier in Texas	13	13	6	5	5	2	2.59	1.51
10. Mexico: A Land in Turmoil								
11. Texas and "the Old States"			1	1	21	21	5.41	0.65
12. Conflict of Cultures		1	2	10	17	13	4.91	0.96
13. Peopling Texas				5	17	22	5.39	0.68
14. Republic to Statehood			1	4	10	28	5.51	0.76
15. Antebellum Texas			3	5	21	15	5.09	0.85
16. The Peculiar Institution: Slavery in Texas		1			14	29	5.59	0.72
17. A Cultural Legacy: Architecture		2	8	12	17	5	4.34	1.04
18. A House Divided	1	7	6	14	13	3	3.91	1.24
19. A Cultural Legacy: Music		1	5	13	17	7	4.56	0.97
20. Summing Up			1	1	17	22	5.46	0.67
21. General Evaluation of the Institute				2	25	15	5.31	0.56

Table 2

Summary of Responses to Sections II through X, Participant Reaction Form
The Institute of Texas Studies, Summer 1984

II. Please comment on the value of having group luncheons scheduled with some of the lecturers.

Response	Frequency
--valuable/enjoyable/good idea/informative	37
--excellent opportunity to get to know scholars and other participants and to share ideas	20
--opportunity to ask additional questions and to discuss topics of individual interest	5
--change luncheon area (i.e., enclosed area, larger space	4
--rotate people who sit with speaker	3
--only few can interact with speaker	2
--reduce time spent on lunch	2
--too low-keyed to accomplish much, not beneficial	2
--liked the reserved area	1
--ask class member to escort lecturer	1
--suggest having question and answer at luncheons rather than lectures	1

III. Keeping in mind that it is necessary to schedule 92 contact hours in order to meet University requirements for six semester hours of graduate credit, what suggestions do you have regarding scheduling of Institute activities?

Response	Frequency
--keep the schedule the way it is	31
--delete evening sessions	6
--start afternoon sessions earlier	5
--have field trip on weekday when less crowded	4
--lengthen Institute	4
--shorten lecture time	4
--shorten lunch time	3
--divide Institute into two 3-hour credit courses	3
--add tour of Austin	2
--shorten Institute to 9 days	1
--hold second evening session earlier in week	1

Table 2 (continued): Summary of Responses, Sections II-X

III. (continued)

Response	Frequency
--be sure library is accessible	1
--add another afternoon off	1
--include evening sessions for discussion with teachers	1
--hold a longer final Saturday session	1
--start final Saturday session later	1

IV. Did you leave the Institute with a feeling of personal integration and synthesis regarding "The Texas Experience: To 1865"? Please comment.

Response	Frequency
--yes	40
knowledge of Texas has been broadened and integrated	15
integration of lectures established continuity	3
the Institute was a thorough experience	1
the Institute added to confidence in talking about Texas	1
the Institute was stimulating	1
--have better understanding; synthesis will come later	3
--course syllabus might aid integration and help teachers avoid repetition	1

V. In terms of getting to know the other Institute participants, what activity or activities did you find most helpful?

Response	Frequency
--eating together	24
--field trips	17
--breaks	10
--after hours activities around Austin	5
--place cards/name tags	2
--list of participants	1
--living together	1
--afternoons off	1
--classtime	1
--Jester allowing us in for morning coffee	1

Table 2 (continued): Summary of Responses, Sections II-X

V. (continued)

Do you have any suggestions for other ways to establish and maintain interaction among participants?

Response	Frequency
--have students introduce themselves	8
--put more information on place cards (i.e., first and last names) and use large type	6
--require that name tags be worn throughout the Institute	4
--have small group discussions after lecture or in evening	4
--have room at Jester for discussions/relaxation	3
--have initial get together elsewhere (Jester, Scholz's)	2
--have Coupland trip on first Friday	2
--add social (wine & cheese party)	2
--have longer breaks	1
--have two-person summative paper	1
--include teaching assignment and school in list of participants	1
--have Institute staff members sit in on lectures, luncheons, dinners	1
--have participants share activity that works in their classes	1

VI. Please comment regarding the suggested background reading: How much of it were you able to read prior to coming to the Institute?

Response	Frequency
--little	14
--several	11
--quite a lot	9
--at least one from each topic	6
--none	3

Did you read suggested materials progressively throughout the Institute?

Response	Frequency
--yes	30
--no	14

Table 2 (continued): Summary of Responses, Sections II-X

VI. (continued)

Has the Institute experience stimulated you to continue or expand your reading in the area of Texas history?

Response	Frequency
--yes	43

Any other comments/suggestions about reading assignments?

Response	Frequency
--send lists early	10
--bibliographies excellent, useful	8
--put on reserve some or all of the materials on list	4
--have books written and suggested by lecturers for sale	2
--had difficulty in locating articles	2
--cite books that are highly recommended	1
--bibliography is overwhelming	1
--increase number of journal articles	1
--UT library system is difficult to use	1
--suggest a short list of required reading	1
--library cards were helpful	1
--separately list volumes containing several topics	1

VII. If you were in charge of planning a future Institute of Texas Studies covering the same period of history, what would you do differently?

Response	Frequency
--add topics (mapping skills, literature, pop culture, personalities, fauna, cultural values, wildlife, present state constitution)	9
--add field trips/tours (less commercial sites such as Lindheimer home, Spanish governor's mansion, Concepción, French legation, San Fernando cathedral, archaeological site)	7
--improve or change classroom (chair for lecturer, softer seats, change to Al Kiva)	6
--spend more time on: geography, civil war battles in Texas, women & children, lifestyles of early Texas pioneers, Indians	5
--improve audiovisual aids: audiovisual helper, nails to support maps at viewable levels, extension cord, map pointer, flashlight, projector with autofocus that works	4
--have guide on field trip	4
--have architecture lecture before or during field trip	4
--delete Alamo field trip, Jr. historian, & geology lectures	3

Table 2 (continued): Summary of Responses, Sections II-X

VII. (continued)

Response	Frequency
--combine architecture & visual arts, geology & geography, music & architecture	2
--have group discussion	2
--use more minority lecturers	2
--delete evening lectures	2
--have longer final Saturday session or combine with Friday afternoon session	2
--less time on botany & geography	1
--make topics more specific	1
--have more handouts	1
--exercise mind & body	1
--make sure of lecturer's ability to present	1
--be specific about attendance requirements	1
--reduce number of topics & have panel discussions	1
--geography lecture was more ecology	1
--have no beef/red meat option for group dinners	1
--add another day of morning/evening lectures	1
--have participants share best projects	1
--parking was a problem	1
--change focus of geography lecture to more concrete knowledge	1
--don't repeat Barker tour & Jr. historian/history fair lecture from year to year	1

VIII. Would you recommend the Institute as conducted this summer to a colleague? Why or why not?

Response	Frequency
--yes	40
stimulating, informative, & beneficial experience	26
experience will aid in my teaching/work	8
excellent lecturers/lectures	5
met other colleagues & many knowledgable people	3
6 credit hours in 2 weeks	2
very organized	1
diversity of topics	1

Table 2 (continued): Summary of Responses, Sections II-X

VIII. (continued)

Response	Frequency
--yes if information is really centered on Texas, no if days are 9½ hours long	1
--yes to beginner, no to pro unless needs refresher	1

IX. a. Type of educational setting in which you work:

Response	Frequency
--elementary school	3
--junior high or middle school	31
--college or university	5
--other	
high school	4
librarian	1

b. What is the approximate length of your teaching experience?

Response	Frequency
--1-5 years	10
--6-10 years	13
--11-15 years	8
--16-20 years	7
--21-25 years	4

c. How frequently do you teach Texas History?

Response	Frequency
--daily	15
--every year	11
--often	3
--only in other courses	3
--infrequently	3
--never have	3
--a few times	1

Table 2 (continued): Summary of Responses, Sections II-X

IX. (continued)

d. What subject(s) do you teach in addition to Texas History?

Response	Frequency
--American history	17
--social studies	5
--world history	4
--U.S. government	3
--art	3
--athletics	3
--Latin American history	2
--language	2
--reading	2
--Mexican history	1
--Texas government	1
--health	1
--German	1
--map skills	1
--earth science	1
--speech	1
--English	1
--geography	1
--career orientation	1
--U.S. survey	1
--Civil War	1
--library skills	1
--world geography	1
--spelling	1
--math	1
--science	1
--none	7

e. Have you attended the U.T. Austin Institute of Texas Studies covering the period from 1865?

Response	Frequency
--no	36
--yes	7

Table 2 (continued): Summary of Responses, Sections II-X

IX. (continued)

If not, do you plan to do so?

Response	Frequency
--yes	25
--don't know	5
--maybe	3
--no	3

f. What factor or factors caused you to decide to attend the 1984 Institute?

Response	Frequency
--was interested in learning more about Texas history	18
--recommendations from colleagues/employer	13
--6 hours credit in 2 weeks	10
--participation in previous Institute	5
--lecturers/topics	5
--location	4
--brochure	1
--cost	1
--wanted to meet & share with other teachers	1

g. Please feel free to provide additional statements about your background, teaching, situation, etc., which you believe would be helpful in interpreting your responses to this questionnaire.

"I teach Texas History to mainly low level students."

"I plan to seek an Ed.D and help train teachers. I feel this is (Institute) a good way to start improving our teacher training."

"I feel my background in Tex. History learning experiences has been inadequate for doing a complete, exciting job in my classes in a small high school of 120 students."

"I am currently acquiring a teaching certificate in history with graduate hours."

"New teacher, lived in Texas a total of twelve years."

"If I did teach Texas history daily, I know this Institute would aid me greatly in bringing history 'to life'."

"Born & reared in Texas. Have taught social studies, Tex. Hist., Am. History, World History. Have a real interest in Tex. Hist."

Table 2 (continued): Summary of Responses, Sections II-X

X. Do you have any further general or specific comments or recommendations regarding the Institute which you wish to share with Dr. Ellis or his colleagues?

"Thank you for letting me come. I appreciate your letting me be a part of the 'Texas experience'."

"Please stipulate if or what is mandatory as far as participation in the various activities. I feel that they should be mandatory in that there are no papers or exams."

"Thank you for offering this Institute. Publicity for this Institute could be improved. I, as many others, found out about this quite by accident. Softer chairs."

"Thank you for an inspirational learning experience."

"Thanks for everything!"

"The material given in some cases would be very hard to apply to a 7th grade Texas History class."

"Books offered at a discount from Tex. Hist. Asso. were an outstanding idea."

"I have heard we have some teachers here who do not teach history--one teaches science. I think this is wrong if there is a waiting list. Those who teach Tex. History should be given the first chance & then Am. History, etc., as it takes to fill the class."

"Thank you for your hospitality and professionalism."

"Include the Saturday morning rap-up on Friday."

"Just that I hope to be in the list for the second half next summer. Please as a suggestion--Rather than just notify our schools and/or department heads, I would like to see you notify all of this year's participants separately concerning next year's session from 1865 to present. I would hope also that first priority be given to this year's participants when forming the Institute for next year. On name tags another year, please indicate colleges, school districts, etc., that each participant represents."

"In scheduling field trips, have a map for the bus drive, docent/professor at each stop. Choose locations that have not been overworked (or use van for a small group who may not have visited the Alamo, etc.). How about Balcones Research, etc.? Have foam rubber cushions to rent to participants."

"Enjoyed the experience. Learned a lot. Hope to return for Pt II. Thanks!"

"I would have liked to have talked with Dr. Ellis but he seemed to be in and out of the group. I would also have liked to hear him lecture."

"Please give our thanks to the people behind the scenes, Colleen Cain and others."

Table 2 (continued): Summary of Responses, Sections II-X

X. (continued)

"The trip to the Barker Center was fascinating. I could tell Ms. Adams had done a lot of work preparing for us. Give George Ward a promotion. He did a fine job of moderating & was attentive to our needs as well as the lecturers'. He never made the same closing comment to a lecturer & each time he really hit on a good point to close the lecture. His patience is commendable and his efforts deserve recognition. The Association deserves many thanks for a fabulous 2 weeks! You could have done nothing more to make our time better."

"The Institute is very valuable. Keep it going."

"It was simply great to have a tour of the Barker Texas History Center and to have the opportunity to use the other libraries as well. Thanks for a wonderful experience!"

"Once again you have done a fine job!"

"Only to keep the good work going at the Institute."

"Thank you!! The various topics and the scholarly faculty has broadened my understanding of the Texas experience!"

"It's been great!! Thanks."

"This has been a fantastic experience! Thank you!"

"I want to be sure that my criticisms are taken 'right'. I think the organization of the Institute, the ideas behind it, the people who make it work, and all the favors and courtesies extended to us are marvelous. I appreciate your registering me for the class, and taking care of parking permits, and securing library priveleges, and giving a discount on the books. I know that teachers form one of the world's worst, most critical audiences and that it's impossible to please everybody with every session. I needed more interpretation and fewer facts; others probably needed just the reverse. I would have preferred that comments and questions from the group be held until the speakers had completed their presentations. Although that isn't the way I teach, this Institute is not the same as a regular college class. We are paid to hear the experts--not to have them interrupted by the irrespressible speech maker of which every audience has at least one. If a simple announcement doesn't nip this kind of irritating behavior in the bud, I'm not sure what can be done short of forming a lynch mob--but something needed to be done. I recognize that you folks are a service organization and can't afford to offend people. Perhaps those of us who felt this behavior was unacceptable should have made that clear to the offending party in a more straightforward way. Subtlety was apparently lost. Thanks for an informative two weeks. It felt good to be a fulltime student again."